

平成 31 年 度

平成 31 年 1 月 27 日 実施

入 学 試 験 問 題

(看護学科 3 年課程)

コミュニケーション英語 I

◎指示があるまで開いてはいけません

注 意

1 解答用紙には、受験番号・志望校名が印刷されているので、あなたの解答用紙かどうかを確認すること。

なお、氏名欄、志望校名欄には、氏名、志望校名を漢字で正確に記入すること。

2 この問題は、表紙を除いて 1 ページから 12 ページまでであるので確かめること。

3 試験の時間は、11 時 30 分から 12 時 15 分までの 45 分とする。

4 解答には、B 又は HB の鉛筆を使うこと。(シャープペンシルは不可)

5 問題は、5 肢択一式により出題されている。解答方法は、次のとおりとする。

(1) 5 肢択一式問題の正解は、各問題とも 1 つである。解答用紙の所定のマーク欄に、正解の番号を 1 つだけマークすること。2 つ以上マークされている場合は無得点とする。

(2) 解答用紙の〔記入上の注意〕をよく読んでマークすること。

例 〔問 1〕日本の首都は次のうちのどれか。

① 京都 ② 福岡 ③ 東京 ④ 大阪 ⑤ 神戸

正解は「③ 東京」であるから解答用紙のその問題番号の次にならんでいる

マーク欄 ① ② ③ ④ ⑤ の中の ③ を鉛筆で ● のように

マークして ① ② ● ④ ⑤ とすればよい。



(良い) のようにマークする。

(悪い) のようだとも機械で読み取れないことがある。

既にマークした解答を消す場合は、プラスチック消しゴムでよく消すこと。

コミュニケーション英語 I

1 各問の対話文の空所に当てはまるものとして最も適切なものは、次のうちのどれか。

[問 1] (学生同士の対話)

A : Where shall we meet?

B : How about the East Exit of Shinjuku Station?

A : OK. What time?

B : How about three o'clock?

A : () How about five o'clock?

B : That's fine. See you later.

- ① I can be there.
- ② That's too early.
- ③ That sounds good.
- ④ I want to meet earlier.
- ⑤ That's too late.

[問 2] (ホテルにて, 電話で)

A : This is Room 1210. ()

B : What's wrong, sir?

A : The TV doesn't work. Could you check it right away, please?

B : Certainly.

- ① I have a complaint.
- ② I like to watch comedy movies.
- ③ Something is wrong with his phone.
- ④ I want to lend you a TV.
- ⑤ Who is calling?

[問 3] (講演が終わって)

A : Did you attend the teacher's lecture?

B : Yes, I was there.

A : Did you understand his explanation?

B : No, ()

A : Really? I understood it.

B : Can you explain it to me?

- ① it was a piece of cake.
- ② let's split the bill.
- ③ I had a lot of fun.
- ④ it was all Greek to me.
- ⑤ it's my treat.

[問 4] (車の中で)

A : According to the GPS, we need to turn right at the next corner . . .

The hall should be somewhere on the right. Look out for a sign . . .

B : There! West Hall.

C : Oh no. ()

A : Not to worry. I can make a U-turn.

- ① I made a sign.
- ② We are out of gas.
- ③ We made the turn.
- ④ You hit a tree.
- ⑤ We missed the turn.

[問 5] (友人間の会話, 電話で)

A : How are you doing?

B : Not so good, actually. I've been sick since last night.

A : That's too bad. Did you see a doctor?

B : No, I didn't. It was too far to walk.

A : () I would have driven you.

B : I didn't want to bother you.

- ① I have to take some medicine.
- ② You should call me.
- ③ You could have given me a ring.
- ④ I will give you a ring.
- ⑤ I must go now.

2 次の文を読み、後の問いに答えなさい。

A poor little girl lived in a small, very simple house on a hill. Most days, she played in the house's small garden. (A) she grew taller, she could see over the garden fence, across the valley to a wonderful house high on a hill. The house had golden windows. The shining windows were so golden (B) the girl dreamed of how magic it would be to live there instead of in an ordinary house like hers.

And although she loved her parents and her family, she began to admire the house with the golden windows more and more. It became her custom to gaze at the house every day, rain or shine. “ (C) [does / furniture / have / house / kind / of / the / what] ? Does it have a lot of pretty dresses? I want to go there some day,” she thought.

One day, when she was a little older, she asked her mother if she could go for a bike ride outside the gate and down the lane. Her mother said she could go, but (D) she made the girl promise not to go too far. The day was beautiful and the girl knew exactly where she was heading! She rode her bike down the lane and across the valley, until she got to the gate of the house with the golden windows, high on the hill.

She leaned her bike against the gate post, and looked at the path that led to the house, and then at the house itself. But, oh, the windows were all plain and rather dirty, and (E) they were reflecting nothing but the sad neglect of a house that had been forgotten.

The girl turned with a broken heart, and got on her bike. As she glanced up, she saw a surprising sight. There, across the valley, was a little house and its windows were bright gold as the sun shone down . . . on her little home.

She realized that she had always been living in a house with golden windows and that all the love and care she found there was what made her home the “golden house.” Everything she had always wanted was right there in front of her nose.

出典 『英語で心いやされるちょっといい話』(株式会社アルク)より

注) magic 素晴らしい

[問 6] 空所 (A), (B) にあてはまる組み合わせとして最も適切なものは, 次のうちのどれか。

(A) (B)

- | | |
|------------|---------|
| ① As | that |
| ② Although | and |
| ③ If | because |
| ④ If | and |
| ⑤ As | because |

[問 7] 下線部 (c) [does / furniture / have / house / kind / of / the / what] の[] 内の語を正しく並び替えたとき, 前から 3 番目と 6 番目に来る語の組み合わせとして最も適切なものは, 次のうちのどれか。なお, 文頭に来るべき語も小文字で始まっている。

- | 3 番目 | 6 番目 |
|---------|------|
| ① does | have |
| ② of | the |
| ③ house | kind |
| ④ does | kind |
| ⑤ house | have |

[問 8] 下線部 (D) と意味が最も近いものとして最も適切なものは、次のうちのどれか。

- ① her mother made her a promise not to go too far
- ② her mother did not make her a promise not to go too far
- ③ the girl made her mother a promise not to go too far
- ④ the girl did not make her mother a promise not to go too far
- ⑤ both the girl and her mother made a promise not to go too far

[問 9] 下線部 (E) が表している状況として最も適切なものは、次のうちのどれか。

- ① the girl could not find any spots on the windows
- ② the house had been taken care of very well
- ③ the girl noticed that a poor family lived there
- ④ the residents of the house no longer seemed unhappy
- ⑤ the house seemed to have been neglected for a long time

[問 10] 本文の内容と一致するものとして最も適切なものは、次のうちのどれか。

- ① 少女は、家の手入れは大切に行うべきことを学んだ。
- ② 少女の母親は、少女が自分探しの旅に出る許しを与えた。
- ③ 少女の母親は、少女にあの家には入らないことを約束させた。
- ④ 少女は、近くにある幸せにはなかなか気付かないものだということを悟った。
- ⑤ 少女の母親は、娘を喜ばせようとして、少女の留守中に窓を黄金色に塗った。

3 次の文を読み、後の問いに答えなさい。

Have you ever flown like a bird? Probably not, but if you've ever jumped on a trampoline, you'll get a feel for what it's like. Trampolining first became an Olympic sport at the 2000 Summer games in Sydney, Australia. It (A) consists of two events, and is divided into men's and women's divisions. During each event, competitors perform two types of routines: compulsory and voluntary.

The trampoline itself was originally invented in 1934 in America at the University of Iowa, with the purpose of helping gymnasts and acrobats to improve their skills. Later on, it was also used to help astronauts get a feeling for moving in outer space. But (B) the trampoline was too much for just athletes and astronauts. In America and other countries, the trampoline is a common item to see in backyards. Over the years, trampolining has developed into a highly specialized sport.

(中略)

To go to the Olympics as a trampolinist, you have to have balance, grace, beauty, flexibility and more than anything else, creativity. To increase your chances of winning a medal, trampolinists have to show that they are creative, making this an exciting event to watch. There are nine judges that determine scoring: a main judge, execution judges, difficulty judges, and time of flight judges. Time of flight is scored by the amount of time the trampolinists spend in the air. Thankfully, time of flight is not measured by some poor guy with a stopwatch; it's measured by a specialized computer.

Points can be deducted for jumping without performing a trick, and for failing to land properly. Even if trampolinists execute their moves properly, the judges (C) how effortless their routines look. Extra attention is given to straightness of the body line, legs being kept together, and whether the athletes land in the center of the trampoline or not.

Another important rule that trampolinists must follow is to not do the same thing twice. This helps to earn points, and it also helps to make this sport more exciting to watch. Each routine should have 10 jumps, but with each jump, they need to do

something (D). For example, if you start your routine with a front flip with a half-twist, you can't do the same flip after you've landed. There is no time limit on routines.

出典 『ゼロからスタート English Vol.50』より

注) routine	演技	compulsory	規定演技	voluntary	自由演技
gymnast	体操選手	execution	演技	deduct	減点する
properly	正確に	execute	演技する		
a front flip with a half-twist	前方 1 回宙返り 1/2 ひねり				

[問 11] 下線部 (A) を書き換えたとき, 最も適切なものは, 次のうちのどれか。

- ① depends on
- ② is consistent with
- ③ is popular with
- ④ is made up of
- ⑤ is in danger of

[問 12] 下線部 (B) と意味が最も近いものとして最も適切なものは, 次のうちのどれか。

- ① the trampoline was too difficult for athletes and astronauts to use
- ② the trampoline was too expensive for athletes and astronauts to use
- ③ the trampoline was too amazing for only athletes and astronauts to use
- ④ the trampoline was too heavy for athletes and astronauts to use
- ⑤ the trampoline was not good enough for athletes and astronauts to use

〔問 13〕 本文によれば、トランポリン競技で一番大切なことは、次のうちのどれか。

- ① balance
- ② grace
- ③ beauty
- ④ flexibility
- ⑤ creativity

〔問 14〕 空所（ C ）にあてはまるものとして最も適切なものは、次のうちのどれか。

- ① take a break
- ② take into account
- ③ take care
- ④ take place
- ⑤ take a risk

〔問 15〕 空所（ D ）にあてはまるものとして最も適切なものは、次のうちのどれか。

- ① different
- ② short
- ③ positive
- ④ important
- ⑤ the same

4 次の文を読み、後の問いに答えなさい。

In 2013, the UNESCO World Heritage Committee announced its approval of Japan's Mount Fuji as a World Heritage site during its annual meeting, held in Phnom Penh. (A) However, (ア) being listed as a natural site, the famous mountain was listed for (イ) cultural heritage, which should not really come as a surprise. (中略)

The mountain was often celebrated in verse, and was rendered extensively in the "Manyoshu," Japan's earliest poetry anthology, dated to the eighth century. Fuji is presented as landscape, as a religious object, and as the source of artistic and aesthetic appreciation. It was an idealized mountain, and as such it was best viewed from afar. (中略)

In 1635, the third Tokugawa shogun, Tokugawa Iemitsu created what was known as sankin-kotai (system of alternate residence duty). This required the daimyo (feudal lords) to reside for part of the year in the capital. Although the lords could (B) their domains, they had to leave their wives and families in Edo in order to ensure their loyalty to the shogunate. The (C) [daimyo / highways / made / to / use / were] designated by the shogun, the best known of these being the Tokaido and the Nakasendo.

The Tokaido connected Kyoto with Edo, running along the seacoast of Honshu. The daimyo who traveled the highway did so accompanied by enormous retinues, as befitting their status. A prominent feature of the Tokaido would have of course been Mount Fuji, (D) distinct shape accompanied the processions over a number of days.

With their elaborate road systems, the Tokugawa had also created a "culture of movement." Pilgrims followed the Tokaido back and forth to the pilgrimage sites of Ise in what is today Mie Prefecture. This led to an increase in travel literature, both in the form of travel guides and ukiyo-e. The artist Hiroshige is the name most associated with the Tokaido, and his work "The Fifty-three Stations of the Tokaido," stands as the best sold series of ukiyo-e prints. It is said of Hiroshige that he was "perhaps (E) less an artist of Nature than of the culture of nature." His colorful images helped place Mount Fuji at the center of the Japanese consciousness.

出典 『英語で伝えたい日本の世界遺産』より

注) verse 詩歌	render 表現する	extensively 広範囲にわたって
aesthetic 美の	appreciation 鑑賞, 批評	afar 遥かに, 遠くに
alternate 交互の	reside 駐在する	retinue 従者
procession 行列	elaborate 精巧な	pilgrim 参拝者

“The Fifty-three Stations of the Tokaido” 「東海道五十三次」

[問 16] 「富士山は世界文化遺産に登録された」という事実に基づいて下線部 (A) の文章を完成させるとき, 空所 (ア), (イ) にあてはまるものとして最も適切なものは, 次のうちのどれか。

- (ア) (イ)
- ① because of it's
 - ② because of its
 - ③ thanks to our
 - ④ instead of its
 - ⑤ instead of our

[問 17] 空所 (B) にあてはまるものとして最も適切なものは, 次のうちのどれか。

- ① buy
- ② get out of
- ③ escape from
- ④ leave
- ⑤ return to

[問 18] 下線部 (c) [daimyo / highways / made / to / use / were] の[]内の語を正しく並び替えたとき、前から 2 番目と 4 番目に来る語の組み合わせとして最も適切なものは、次のうちのどれか。

- | 2 番目 | 4 番目 |
|--------|------|
| ① made | to |
| ② made | use |
| ③ were | to |
| ④ were | use |
| ⑤ were | made |

[問 19] 空所 (D) にあてはまるものとして最も適切なものは、次のうちのどれか。

- ① which
- ② whose
- ③ who
- ④ where
- ⑤ when

[問 20] 下線部 (E) の意味として最も適切なものは、次のうちのどれか。

- ① (he was) not so much an artist of Nature as of the culture of nature
- ② (he was) not so much an artist of the culture of nature as of Nature
- ③ (he was) either an artist of Nature or of the culture of nature
- ④ (he was) neither an artist of Nature nor of the culture of nature
- ⑤ (he was) more of an artist of Nature than of the culture of nature

